

REFERENCES

- American Institutes for Research. (2000, Aug. 23). *The California high school exit exam: Spring 2000 field test technical report*. Palo Alto, CA: Author.
- Dorans, N.J., & Holland, P.W. (1993). DIF detection and description: Mantel-Haenszel and standardization. In P.W. Holland & H. Wainer (Eds.), *Differential item functioning*. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Lord, F.M., & Novick, M.R. (1968) *Statistical theories of mental test scores*. Reading, MA: Addison-Wesley Publishing Company.
- Mantel, N., & Haenszel, W. (1959). Statistical aspects of the analysis of data from retrospective studies of disease. *Journal of the National Cancer Institute*, 22, 719-748.
- Muraki, E. (1997). A generalized partial credit model. In Wim J. van der Linden & Ronald K. Hambleton (Eds.), *Handbook of Modern Item Response Theory* (Chapter 9). New York: Springer.
- Muraki, E. (1992). A generalized partial credit model: Application of an EM algorithm. *Applied Psychological Measurement* (16), 159–176.
- Sipes, D. E., Harris, C. D., Wise, L. L., & Gribben, M. A. (2001). *High school exit examination (HSEE): Fall 2000 district baseline survey report* (IR-01-01). Alexandria, VA: Human Resources Research Organization.
- van der Linden, W.J., & Hambleton, R.K. (Eds.). (1997). *Handbook of Modern Item Response Theory*. New York: Springer.
- Wise, L. L., Hoffman, R. G., & Harris, C. D. (2000). *The California high school exit examination (HSEE): Evaluation plan*. Alexandria, VA: Human Resources Research Organization.
- Wise, L.L., Harris, C.D., Sipes, D.E., Hoffman, R.G., & Ford, J.P. (2000a, June 30). *High school exit examination (HSEE): Year 1 evaluation report* (HumRRO Preliminary Report IR–00–27r). Alexandria, VA: Human Resources Research Organization. [On-Line]. Available: <http://www.cde.ca.gov/ta/tg/hs/year1.asp>
- Wise, L.L., Sipes, D.E., Harris, C.D., Collins, M.M., Hoffman, R.G., & Ford, J.P. (2000b, August 25). *High school exit examination (HSEE): Supplemental year 1 evaluation report* (HumRRO Supplemental Report IR–00–37). Alexandria, VA: Human Resources Research Organization. [On-Line]. Available: <http://www.cde.ca.gov/ta/tg/hs/year1sup.asp>

APPENDIX A

Standards Taught

Standards Taught

TABLE A.1 Percent of Raters Listing Each Course and Percent Saying Most Students Take the Course: Mathematics

Course	Percent of Raters Listing the Course	Percent Saying Most Student Take the Course
A. General Math	15.0%	16.7%
B. Math A	20.0%	9.4%
C. Math B	15.0%	33.3%
D. Pre-Algebra	50.0%	30.0%
E. Beginning Algebra	82.5%	55.5%
F. Intermediate Algebra	80.0%	11.6%
G. Plane Geometry	70.0%	28.6%
H. Integrated Math I	12.5%	70.0%
I. Integrated Math II	12.5%	40.0%
J. Consumer Math	2.5%	0.0%
K. Remedial Math	0.0%	N/A

TABLE A.2 Courses where Specific Standards are Taught: Mathematics

a. P6: Understand difference between independent and dependent events				
Course	Total	Percent	Fully Taught Number	Percent
A. General Math	5	12.5%		
B. Math A	6	15.0%		
C. Math B	1	2.5%		
D. Pre-Algebra	17	42.5%	3	17.6%
E. Beginning Algebra	20	50.0%	6	30.0%
F. Intermediate Algebra	15	37.5%	8	53.3%
G. Plane Geometry	6	15.0%		
H. Integrated Math I	4	10.0%		
I. Integrated Math II	2	5.0%		
J. Consumer Math	1	2.5%		
K. Remedial Math	0	0.0%		
Not Taught	0	0.0%		
No Response	4	10.0%		
b. AF 3.1: Graph functions of the form $y=n^2$ and $y=n^3$ and use in solving problem.				
Course	Total	Percent	Fully Taught Number	Percent
A. General Math	1	2.5%		
B. Math A	2	5.0%		
C. Math B	3	7.5%		
D. Pre-Algebra	8	20.0%		
E. Beginning Algebra	24	60.0%	8	33.3%
F. Intermediate Algebra	25	62.5%	23	92.0%
G. Plane Geometry	5	12.5%		
H. Integrated Math I	3	7.5%		
I. Integrated Math II	3	7.5%		
J. Consumer Math	1	2.5%		
K. Remedial Math	0	0.0%		
Not Taught	1	2.5%		
No Response	3	7.5%		

TABLE A.2 Courses where Specific Standards are Taught: Mathematics

c. AF 3.4: Plot value whose ratios are the same; understand that the slope equals the ratio				
Course	Total	Percent	Fully Taught Number	Percent
A. General Math	4	10.0%		
B. Math A	3	7.5%		
C. Math B	3	7.5%		
D. Pre-Algebra	8	20.0%		
E. Beginning Algebra	24	60.0%	4	16.7%
F. Intermediate Algebra	20	50.0%	5	25.0%
G. Plane Geometry	7	17.5%	25	357.1%
H. Integrated Math I	3	7.5%		
I. Integrated Math II	3	7.5%		
J. Consumer Math	1	2.5%		
K. Remedial Math	0	0.0%		
Not Taught	4	10.0%		
No Response	3	7.5%		
d. MG 3.2 Plot figures, determine lengths and areas, translate and reflect.				
Course	Total	Percent	Fully Taught Number	Percent
A. General Math	2	5.0%		
B. Math A	1	2.5%		
C. Math B	3	7.5%		
D. Pre-Algebra	6	15.0%		
E. Beginning Algebra	20	50.0%	21	105.0%
F. Intermediate Algebra	14	35.0%	25	178.6%
G. Plane Geometry	28	70.0%		
H. Integrated Math I	4	10.0%		
I. Integrated Math II	4	10.0%		
J. Consumer Math	1	2.5%		
K. Remedial Math	0	0.0%		
Not Taught	2	5.0%		
No Response	0	0.0%		
e. A1 9.0: Solve system of two linear equations and interpret answer graphically.				
Course	Total	Percent	Fully Taught Number	Percent
A. General Math	1	2.5%		
B. Math A	1	2.5%		
C. Math B	4	10.0%		
D. Pre-Algebra	3	7.5%		
E. Beginning Algebra	29	72.5%	23	79.3%
F. Intermediate Algebra	26	65.0%	26	100.0%
G. Plane Geometry	9	12.5%		
H. Integrated Math I	2	5.0%		
I. Integrated Math II	4	10.0%		
J. Consumer Math	1	2.5%		
K. Remedial Math	0	0.0%		
Not Taught	1	2.5%		
No Response	1	2.5%		

TABLE A.2 Courses where Specific Standards are Taught: Mathematics

f. A1 10.0: Add, subtract, multiply and divide monomials and polynomials.					
Course		Total	Percent	Fully Taught Number	Percent
A.	General Math	1	2.5%	21	70.0%
B.	Math A	2	5.0%		
C.	Math B	3	7.5%		
D.	Pre-Algebra	7	17.5%		
E.	Beginning Algebra	30	75.0%		
F.	Intermediate Algebra	26	65.0%		
G.	Plane Geometry	7	17.5%		
H.	Integrated Math I	2	5.0%		
I.	Integrated Math II	4	10.0%		
J.	Consumer Math	1	2.5%		
K.	Remedial Math	0	0.0%		
Not Taught		1	2.5%	26	100.0%
No Response		0	0.0%		

g. A1 15.0: Apply algebraic techniques to solve rate, work, and mixture problems.					
Course		Total	Percent	Fully Taught Number	Percent
A.	General Math	1	2.5%	12	36.4%
B.	Math A	2	5.0%		
C.	Math B	3	7.5%		
D.	Pre-Algebra	7	17.5%		
E.	Beginning Algebra	33	82.5%		
F.	Intermediate Algebra	23	57.5%		
G.	Plane Geometry	3	7.5%		
H.	Integrated Math I	2	5.0%		
I.	Integrated Math II	2	5.0%		
J.	Consumer Math	1	2.5%		
K.	Remedial Math	0	0.0%		
Not Taught		0	0.0%	12	52.2
No Response		0	0.0%		

TABLE A.3 Percent of Raters Listing Each Course and Percent Saying Most Students Take the Course: ELA

Course	Percent of Raters Listing the Course	Percent Saying Most Student Take the Course
A. Comprehensive English - Grade 7	5.0%	100.0%
B. Comprehensive English - Grade 8	7.5%	84.1%
C. Comprehensive English - Grade 9	85.0%	71.5%
D. Comprehensive English - Grade 10	77.5%	66.2%
E. American Literature	77.5%	62.0%
F. English Literature	42.5%	46.7%
G. World/Other Literature	17.5%	39.3%
H. Composition	17.5%	26.2%
I. Language Structure/Language Arts	5.0%	14.3%
J. English as a Second Language	10.0%	16.7%
K. Developmental Reading	2.5%	50.0%

TABLE A.4 Courses where Specific Standards are Taught: ELA

RC 2.3: Generate relevant questions about readings on issues that can be researched.				
Course	Total	Percent	Fully Taught Number	Percent
C. Comprehensive English - Grade 9	26	65.0%	8	30.8%
E. American Literature	23	57.5%	9	39.1%
D. Comprehensive English - Grade 10	21	52.5%	8	38.1%
B. Comprehensive English - Grade 8	3	7.5%		
F. English Literature	3	7.5%		
H. Composition	3	7.5%		
A. Comprehensive English - Grade 7	2	5.0%		
I. Language Structure/Language Arts	1	2.5%		
J. English as a Second Language	1	2.5%		
Not Taught	1	2.5%		
No Response	6	15.0%		
RC 2.8: Evaluate the 1.credibility of author's argument				
Course	Total	Percent	Fully Taught Number	Percent
E. American Literature	17	42.5%	8	47.1%
C. Comprehensive English - Grade 9	14	35.0%	3	21.4%
D. Comprehensive English - Grade 10	14	35.0%	5	35.7%
F. English Literature	8	20.0%		
G. World/Other Literature	3	7.5%		
H. Composition	2	5.0%		
J. English as a Second Language	2	5.0%		
I. Language Structure/Language Arts	1	2.5%		
K. Developmental Reading	1	2.5%		
Not Taught	3	7.5%		
No Response	5	12.5%		
LR 3.1: Articulate relationship between purposes and characteristics of different forms of drama.				
Course	Total	Percent	Fully Taught Number	Percent
C. Comprehensive English - Grade 9	20	50.0%	9	45.0%
D. Comprehensive English - Grade 10	22	55.0%	7	31.8%
E. American Literature	14	35.0%	8	57.1%
F. English Literature	10	25.0%		
B. Comprehensive English - Grade 8	1	2.5%		
I. Language Structure/Language Arts	1	2.5%		
J. English as a Second Language	1	2.5%		
K. Developmental Reading	1	2.5%		
Not Taught	2	5.0%		
No Response	4	10.0%		

TABLE A.4 Courses where Specific Standards are Taught: ELA

LR 3.7: Recognize and understand significance of various devices and explain their appeal.				
Course	Total	Percent	Fully Taught Number	Percent
E. American Literature	25	62.5%	11	44.0%
D. Comprehensive English - Grade 10	28	70.0%	14	50.0%
C. Comprehensive English - Grade 9	29	72.5%	13	44.8%
F. English Literature	3	7.5%		
B. Comprehensive English - Grade 8	2	5.0%		
A. Comprehensive English - Grade 7	0	0.0%		
G. World/Other Literature	0	0.0%		
Not Taught	0	0.0%		
No Response	5	12.5%		
LR 3.8: Evaluate impact of ambiguities, subtleties, contradictions, ironies, and incongruities.				
Course	Total	Percent	Fully Taught Number	Percent
A. Comprehensive English - Grade 7	0	0.0%		
B. Comprehensive English - Grade 8	0	0.0%		
C. Comprehensive English - Grade 9	17	42.5%	3	17.6%
D. Comprehensive English - Grade 10	16	40.0%	6	37.5%
E. American Literature	22	55.0%	3	13.6%
F. English Literature	11	27.5%		
G. World/Other Literature	4	10.0%		
H. Composition	0	0.0%		
I. Language Structure/Language Arts	0	0.0%		
J. English as a Second Language	0	0.0%		
K. Developmental Reading	0	0.0%		
Not Taught	1	2.5%		
No Response	4	10.0%		
LR 3.12: Analyze ways a work of literature is related to themes and issues of its historical period.				
Course	Total	Percent	Fully Taught Number	Percent
A. Comprehensive English - Grade 7	1	2.5%		
B. Comprehensive English - Grade 8	2	5.0%		
C. Comprehensive English - Grade 9	15	37.5%	5	33.3%
D. Comprehensive English - Grade 10	18	45.0%	6	33.3%
E. American Literature	26	65.0%	4	15.4%
F. English Literature	11	27.5%		
G. World/Other Literature	1	2.5%		
H. Composition	0	0.0%		
I. Language Structure/Language Arts	0	0.0%		
J. English as a Second Language	0	0.0%		
K. Developmental Reading	0	0.0%		
Not Taught	1	2.5%		
No Response	3	7.5%		

TABLE A.4 Courses where Specific Standards are Taught: ELA

WS 1.1: Establish a controlling impression or coherent thesis.				
Course	Total	Percent	Fully Taught Number	Percent
A. Comprehensive English - Grade 7	1	2.5%		
B. Comprehensive English - Grade 8	3	7.5%		
C. Comprehensive English - Grade 9	27	67.5%	18	66.7%
D. Comprehensive English - Grade 10	29	72.5%	20	69.0%
E. American Literature	23	57.5%	17	73.9%
F. English Literature	5	12.5%		
G. World/Other Literature	0	0.0%		
H. Composition	5	12.5%		
I. Language Structure/Language Arts	2	5.0%		
J. English as a Second Language	0	0.0%		
K. Developmental Reading	2	5.0%		
Not Taught	1	2.5%		
No Response	2	5.0%		
WS 1.2: Use precise language, action verbs, sensory details, appropriate modifiers and active voice				
Course	Total	Percent	Fully Taught Number	Percent
A. Comprehensive English - Grade 7	1	2.5%		
B. Comprehensive English - Grade 8	2	5.0%		
C. Comprehensive English - Grade 9	25	62.5%	12	48.0%
D. Comprehensive English - Grade 10	25	62.5%	15	60.0%
E. American Literature	16	40.0%	7	43.8%
F. English Literature	6	15.0%		
G. World/Other Literature	1	2.5%		
H. Composition	3	7.5%		
I. Language Structure/Language Arts	1	2.5%		
J. English as a Second Language	0	0.0%		
K. Developmental Reading	1	2.5%		
Not Taught	1	2.5%		
No Response	2	5.0%		

TABLE A.4 Courses where Specific Standards are Taught: ELA

WS 1.5: Synthesize information from multiple sources and identify complexities and discrepancies				
Course	Total	Percent	Fully Taught Number	Percent
A. Comprehensive English - Grade 7	0	0.0%		
B. Comprehensive English - Grade 8	0	0.0%		
C. Comprehensive English - Grade 9	17	42.5%	3	17.6%
D. Comprehensive English - Grade 10	14	35.0%	5	35.7%
E. American Literature	15	37.5%	9	60.0%
F. English Literature	6	15.0%		
G. World/Other Literature	2	5.0%		
H. Composition	2	5.0%		
I. Language Structure/Language Arts	0	0.0%		
J. English as a Second Language	0	0.0%		
K. Developmental Reading	0	0.0%		
Not Taught	4	10.0%		
No Response	2	5.0%		
WC 1.2: Understand sentence Construction and proper English usage.				
Course	Total	Percent	Fully Taught Number	Percent
A. Comprehensive English - Grade 7	0	0.0%		
B. Comprehensive English - Grade 8	1	2.5%		
C. Comprehensive English - Grade 9	25	62.5%	10	40.0%
D. Comprehensive English - Grade 10	21	52.5%	8	38.1%
E. American Literature	18	45.0%	7	38.9%
F. English Literature	6	15.0%		
G. World/Other Literature	1	2.5%		
H. Composition	4	10.0%		
I. Language Structure/Language Arts	1	2.5%		
J. English as a Second Language	2	5.0%		
K. Developmental Reading	0	0.0%		
Not Taught	2	5.0%		
No Response	2	5.0%		

TABLE A.4 Courses where Specific Standards are Taught: ELA

WC 1.3: Demonstrate understanding of proper English usage ...				
Course	Total	Percent	Fully Taught Number	Percent
A. Comprehensive English - Grade 7	0	0.0%	11	55.0%
B. Comprehensive English - Grade 8	1	2.5%		
C. Comprehensive English - Grade 9	3	7.5%		
D. Comprehensive English - Grade 10	20	50.0%		
E. American Literature	19	47.5%		
F. English Literature	6	15.0%		
G. World/Other Literature	4	10.0%		
H. Composition	0	0.0%		
I. Language Structure/Language Arts	0	0.0%		
J. English as a Second Language	2	5.0%		
K. Developmental Reading	0	0.0%		
Not Taught	0	0.0%	9	47.4%
No Response	2	5.0%		
WA: 2.4 Write persuasive compositions.				
Course	Total	Percent	Fully Taught Number	Percent
A. Comprehensive English - Grade 7	0	0.0%	11	68.8%
B. Comprehensive English - Grade 8	0	0.0%		
C. Comprehensive English - Grade 9	18	45.0%		
D. Comprehensive English - Grade 10	23	57.5%		
E. American Literature	16	40.0%		
F. English Literature	6	15.0%		
G. World/Other Literature	0	0.0%		
H. Composition	3	7.5%		
I. Language Structure/Language Arts	1	2.5%		
J. English as a Second Language	0	0.0%		
K. Developmental Reading	0	0.0%		
Not Taught	2	5.0%	6	33.3%
No Response	2	5.0%		
WA 2.5: Write business letters				
Course	Total	Percent	Fully Taught Number	Percent
A. Comprehensive English - Grade 7	1	2.5%	9	56.3%
B. Comprehensive English - Grade 8	1	2.5%		
C. Comprehensive English - Grade 9	16	40.0%		
D. Comprehensive English - Grade 10	16	40.0%		
E. American Literature	8	20.0%		
F. English Literature	6	15.0%		
G. World/Other Literature	2	5.0%		
H. Composition	1	2.5%		
I. Language Structure/Language Arts	0	0.0%		
J. English as a Second Language	0	0.0%		
K. Developmental Reading	0	0.0%		
Not Taught	8	20.0%	6	37.5%
No Response	2	5.0%		

APPENDIX B

Principal and Teacher Surveys—Spring 2001

California High School Exit Examination Evaluation (CAHSEE) Principal Longitudinal Sample Survey Spring 2001

Principal Name:
School Name:

DIRECTIONS: Please provide the following information by marking in the circle of the appropriate response or by writing an appropriate response.

About You and Your School

1. What is your highest level of education?

- ☐ Bachelor's (4-year) degree
☐ Some graduate school
☐ Master's Degree
☐ Doctorate Degree
☐ Other (please specify) _____

2. What is your gender?

- ☐ Female
☐ Male

5. Including the 2000-2001 school year, how many years...

...have you been
a principal
(or school-level
administrator)?

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

...were you
a
teacher?

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

...have you
worked in your
present school?

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

...have you
worked in public
schools?

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

3. What is your primary ethnic background?

- ☐ American Indian/Alaskan Native
☐ Asian or Pacific Islander
☐ Black or African American, not Hispanic origin
☐ Caucasian, not Hispanic origin
☐ Hispanic/Latino
☐ Other (specify) _____

4. When you were a teacher, what was the primary subject area that you taught?

6. For the 2000-2001 school year:

How many teachers are on your staff?	What percentage of your teachers have taught at this school for 3 years or more?	What percentage of your teachers have earned advanced degrees (i.e., beyond BA/BS)?	What percentage of your teachers are certified in the subject they are teaching?																																																																																																																																							
<table border="1"> <tr><td></td><td></td><td></td></tr> <tr><td>0</td><td>0</td><td>0</td></tr> <tr><td>1</td><td>1</td><td>1</td></tr> <tr><td>2</td><td>2</td><td>2</td></tr> <tr><td>3</td><td>3</td><td>3</td></tr> <tr><td>4</td><td>4</td><td>4</td></tr> <tr><td>5</td><td>5</td><td>5</td></tr> <tr><td>6</td><td>6</td><td>6</td></tr> <tr><td>7</td><td>7</td><td>7</td></tr> <tr><td>8</td><td>8</td><td>8</td></tr> <tr><td>9</td><td>9</td><td>9</td></tr> </table>				0	0	0	1	1	1	2	2	2	3	3	3	4	4	4	5	5	5	6	6	6	7	7	7	8	8	8	9	9	9	<table border="1"> <tr><td></td><td></td><td></td></tr> <tr><td>0</td><td>0</td><td>0</td></tr> <tr><td>1</td><td>1</td><td>1</td></tr> <tr><td>2</td><td>2</td><td>2</td></tr> <tr><td>3</td><td>3</td><td>3</td></tr> <tr><td>4</td><td>4</td><td>4</td></tr> <tr><td>5</td><td>5</td><td>5</td></tr> <tr><td>6</td><td>6</td><td>6</td></tr> <tr><td>7</td><td>7</td><td>7</td></tr> <tr><td>8</td><td>8</td><td>8</td></tr> <tr><td>9</td><td>9</td><td>9</td></tr> </table>				0	0	0	1	1	1	2	2	2	3	3	3	4	4	4	5	5	5	6	6	6	7	7	7	8	8	8	9	9	9	%	<table border="1"> <tr><td></td><td></td><td></td></tr> <tr><td>0</td><td>0</td><td>0</td></tr> <tr><td>1</td><td>1</td><td>1</td></tr> <tr><td>2</td><td>2</td><td>2</td></tr> <tr><td>3</td><td>3</td><td>3</td></tr> <tr><td>4</td><td>4</td><td>4</td></tr> <tr><td>5</td><td>5</td><td>5</td></tr> <tr><td>6</td><td>6</td><td>6</td></tr> <tr><td>7</td><td>7</td><td>7</td></tr> <tr><td>8</td><td>8</td><td>8</td></tr> <tr><td>9</td><td>9</td><td>9</td></tr> </table>				0	0	0	1	1	1	2	2	2	3	3	3	4	4	4	5	5	5	6	6	6	7	7	7	8	8	8	9	9	9	%	<table border="1"> <tr><td></td><td></td><td></td></tr> <tr><td>0</td><td>0</td><td>0</td></tr> <tr><td>1</td><td>1</td><td>1</td></tr> <tr><td>2</td><td>2</td><td>2</td></tr> <tr><td>3</td><td>3</td><td>3</td></tr> <tr><td>4</td><td>4</td><td>4</td></tr> <tr><td>5</td><td>5</td><td>5</td></tr> <tr><td>6</td><td>6</td><td>6</td></tr> <tr><td>7</td><td>7</td><td>7</td></tr> <tr><td>8</td><td>8</td><td>8</td></tr> <tr><td>9</td><td>9</td><td>9</td></tr> </table>				0	0	0	1	1	1	2	2	2	3	3	3	4	4	4	5	5	5	6	6	6	7	7	7	8	8	8	9	9	9	%
0	0	0																																																																																																																																								
1	1	1																																																																																																																																								
2	2	2																																																																																																																																								
3	3	3																																																																																																																																								
4	4	4																																																																																																																																								
5	5	5																																																																																																																																								
6	6	6																																																																																																																																								
7	7	7																																																																																																																																								
8	8	8																																																																																																																																								
9	9	9																																																																																																																																								
0	0	0																																																																																																																																								
1	1	1																																																																																																																																								
2	2	2																																																																																																																																								
3	3	3																																																																																																																																								
4	4	4																																																																																																																																								
5	5	5																																																																																																																																								
6	6	6																																																																																																																																								
7	7	7																																																																																																																																								
8	8	8																																																																																																																																								
9	9	9																																																																																																																																								
0	0	0																																																																																																																																								
1	1	1																																																																																																																																								
2	2	2																																																																																																																																								
3	3	3																																																																																																																																								
4	4	4																																																																																																																																								
5	5	5																																																																																																																																								
6	6	6																																																																																																																																								
7	7	7																																																																																																																																								
8	8	8																																																																																																																																								
9	9	9																																																																																																																																								
0	0	0																																																																																																																																								
1	1	1																																																																																																																																								
2	2	2																																																																																																																																								
3	3	3																																																																																																																																								
4	4	4																																																																																																																																								
5	5	5																																																																																																																																								
6	6	6																																																																																																																																								
7	7	7																																																																																																																																								
8	8	8																																																																																																																																								
9	9	9																																																																																																																																								

7. Which of the following best describes the trend in your staffing?

- ☐ Increasing the proportion of teachers working out of credential
☐ Continuing at about the same proportion of teachers working out of credential
☐ Decreasing the proportion of teachers working out of credential

8. Have there been any major staff or faculty changes in your school over the past three years? If so, please describe.

9. What is your school's student-counselor ratio?

- ☐ less than 50:1
☐ 50 to 100:1
☐ 101 to 200:1
☐ 201 to 300:1
☐ greater than 300:1

10. Does your school have a test site coordinator?

- ☐ yes
☐ no
☐ Will have by _____
date

11. How is your school year configured?

- ☐ Semesters
☐ Trimesters
☐ Quarters
☐ Year-Round School
☐ Other (please specify)

12. How many academic class periods are in your school day?

- ☐ 1 ☐ 6
☐ 2 ☐ 7
☐ 3 ☐ 8
☐ 4 ☐ 9
☐ 5 ☐ 10

13. What grades are taught at your school?

- ☐ 9th, 10th, 11th, 12th
☐ 10th, 11th, 12th
☐ 7th, 8th, 9th
☐ Other (please specify) _____

14. How long is each academic class period (in minutes)?

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

15. If you use any block scheduling, please describe.

16. Indicate the various specialty education programs offered by your school. (Mark all that apply; estimate percentage (%) of students who participate in each; and comment.)

☐ Remedial Courses

			%
0	0	0	
1	1	1	
2	2	2	
3	3	3	
4	4	4	
5	5	5	
6	6	6	
7	7	7	
8	8	8	
9	9	9	

☐ Magnet Program

			%
0	0	0	
1	1	1	
2	2	2	
3	3	3	
4	4	4	
5	5	5	
6	6	6	
7	7	7	
8	8	8	
9	9	9	

☐ Special Education

			%
0	0	0	
1	1	1	
2	2	2	
3	3	3	
4	4	4	
5	5	5	
6	6	6	
7	7	7	
8	8	8	
9	9	9	

☐ Program for English Learners

			%
0	0	0	
1	1	1	
2	2	2	
3	3	3	
4	4	4	
5	5	5	
6	6	6	
7	7	7	
8	8	8	
9	9	9	

☐ Multicultural/Diversity-Based

			%
0	0	0	
1	1	1	
2	2	2	
3	3	3	
4	4	4	
5	5	5	
6	6	6	
7	7	7	
8	8	8	
9	9	9	

Comments:

(continued)

16. Indicate the various specialty education programs offered by your school. (Mark all that apply; estimate percentage (%) of students who participate in each; and comment.)

<input type="radio"/> Advanced Placement	<input type="radio"/> International Baccalaureate	<input type="radio"/> School/Community/ Business Partnerships	<input type="radio"/> Targeted Tutoring	<input type="radio"/> Other (specify) _____	Comments: _____
<div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> </div> <div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> </div>	<div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> </div> <div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> </div>	<div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> </div> <div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> </div>	<div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> </div> <div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> </div>	<div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> </div> <div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> </div>	<div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> </div>

17. Consider your students, overall, and within each of the following racial/ethnic groups. Estimate your current graduation rate. Estimate the mobility rate in a typical school year.

	Seniors Overall	American Indian/ Alaskan Native	Asian or Pacific Islander	Black or African American, not Hispanic origin	Caucasian not Hispanic origin	Hispanic/ Latino	Other (specify) _____
Current graduation rate (% of entering 9th graders who graduate within 4-5 years)	<div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> </div> <div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> </div>	<div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> </div> <div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> </div>	<div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> </div> <div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> </div>	<div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> </div> <div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> </div>	<div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> </div> <div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> </div>	<div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> </div> <div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> </div>	<div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> </div> <div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> </div>
Typical mobility rate (% of students who transfer in and/or out of your school within a school year)	<div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> </div> <div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> </div>	<div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> </div> <div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> </div>	<div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> </div> <div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> </div>	<div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> </div> <div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> </div>	<div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> </div> <div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> </div>	<div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> </div> <div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> <div></div><div></div><div></div> </div>	

18. Based on your own most recent school data (e.g., Senior Survey), what percentage of your seniors indicated each main activity as their choice for the year after they graduate from high school? The row percentages should total approximately 100%.

	0	1-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100 %
Working full time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attending a vocational, technical, or business school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attending a 2-year college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attending a 4-year college, service academy, university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Serving in the regular military service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

☐ We do not collect this type of data.

19. Have there been any changes in the student demographics and/or academic environment over the past three years (e.g., push for new programs - advanced or remedial, graduation or dropout rate, interest in college, school boundaries)? If so, please describe.

20. How would you describe the academic atmosphere of your school (e.g., rigor of the curriculum, staff's satisfaction with the curriculum, student motivation and effort, parental involvement, etc.)?

21. How would you describe the education level of your students' parents? Estimate the overall average percent of parents in each of the following categories. The row percentages should total approximately 100%.

	0	1-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100 %
Less than high school graduation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High school diploma or GED	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vocational, technical, or business training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Associate, 2-year degree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College graduate (4- or 5-year degree)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Some graduate school or graduate degree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (specify) _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

About the California High School Exit Examination (CAHSEE)

22. How much do you know about the:

a. California High School Exit Examination (CAHSEE)?

- ☐ I do not know anything about the CAHSEE.
- ☐ I have only general information about the CAHSEE.
- ☐ I know what knowledge and skills are covered by the CAHSEE.
- ☐ I know the plans for administering the CAHSEE.

b. State Content Standards?

- ☐ I do not know anything about the state content standards.
- ☐ I have only general information about the content standards.
- ☐ I am very knowledgeable about the content standards.

c. CAHSEE Score Report?

- ☐ I do not know anything about the CAHSEE score report.
- ☐ I have only general information about the CAHSEE score report.
- ☐ I am very knowledgeable about information in the CAHSEE score report and how to apply it.

23. What have been your sources of information about the CAHSEE? (Mark all that apply.)

- ☐ None
- ☐ State-provided information
- ☐ District-provided information
- ☐ Newspaper
- ☐ Education organization (e.g., publication, meeting, etc.)
- ☐ Professional association (e.g., publication, meeting, etc.)
- ☐ CDE website
- ☐ Computer-based source (e.g., listserv, newsgroup, etc.)
- ☐ Other (specify) _____

24. The state level provides information regarding the CAHSEE to the district level for dissemination to the schools. In general, how do you rate the CAHSEE information that you and your school received from your district?

a. Sufficiency of Information

- ☐ Less than adequate
- ☐ Adequate
- ☐ More than adequate

b. Usefulness of Information

- ☐ Not very useful
- ☐ Useful
- ☐ Very useful

c. Timeliness of Information

- ☐ Too late for our needs
- ☐ On time for our needs
- ☐ Ahead of our needs

25. a. How aware do you think students in your school are of the CAHSEE? (Mark all that apply.)

- ☐ They know nothing about the exam.
- ☐ They have only general information about the exam.
- ☐ They know what knowledge and skills are covered by the exam.
- ☐ They know the time of year when the exam is given.
- ☐ They know which students have the opportunity to take the exam.

25. b. What is your estimate of the percentage of students in your school who know what knowledge and skills are covered by the exam?

			%
0	0	0	
1	1	1	
2	2	2	
3	3	3	
4	4	4	
5	5	5	
6	6	6	
7	7	7	
8	8	8	
9	9	9	

26. a. How aware do you think parents of students in your school are of the CAHSEE? (Mark all that apply.)

- ☐ They know nothing about the exam.
- ☐ They have only general information about the exam.
- ☐ They know what knowledge and skills are covered by the exam.
- ☐ They know when the exam will be given.
- ☐ They know which students have the opportunity to take the exam.

26. b. What is your estimate of the percentage of parents of students in your school who know what knowledge and skills are covered by the exam?

			%
0	0	0	
1	1	1	
2	2	2	
3	3	3	
4	4	4	
5	5	5	
6	6	6	
7	7	7	
8	8	8	
9	9	9	

27. The relationship between your district standards for English/language arts and those described by the English-Language Arts Content Standards and the Reading/Language Arts Framework can best be described by which of the following statements? (Mark only one.)

- ☐ Our district has adopted the state content standards.
- ☐ The state content standards include more than our district content standards.
- ☐ Our district content standards include more than the state content standards.
- ☐ The two sets of content standards are different.
- ☐ I cannot judge the relationship between our district standards and the state standards.
- ☐ Our district does not have an official set of content standards.

28. The relationship between your district standards for mathematics and those described by the Mathematics Content Standards and the Mathematics Framework can best be described by which of the following statements? (Mark only one.)

- ☐ Our district has adopted the state content standards.
- ☐ The state content standards include more than our district content standards.
- ☐ Our district content standards include more than the state content standards.
- ☐ The two sets of content standards are different.
- ☐ I cannot judge the relationship between our district standards and the state standards.
- ☐ Our district does not have an official set of content standards.

29. Consider the full set of state content standards and mark ALL that apply.

- ☐ Our district encourages use of the content standards to organize instruction.
- ☐ Our current textbooks align well with the content standards.
- ☐ We can cover all of the content standards with a mix of textbooks and supplemental material.
- ☐ Our district is in the process of aligning its curriculum to the state standards.
- ☐ Our district is in the process of aligning its curriculum across grade levels.
- ☐ Our district has a plan, which ensures that all high school students receive instruction in each of the content standards.
- ☐ Our district has a plan that ensures that all pre-high school students are prepared to receive instruction in each of the content standards.
- ☐ Our district has adopted algebra as a graduation requirement.
- ☐ Our district (or school) is hiring only teachers certified in their field.
- ☐ Our district (or school) is assigning teachers only in their certified fields.

30. What activities did your school undertake to prepare faculty/staff for the spring 2001 administration of the CAHSEE? (Mark all that apply.)

- ☐ No special preparation.
- ☐ Administrators participated in February test administration workshops.
- ☐ Delivered local workshops on test administration.
- ☐ Delivered local workshops on CAHSEE content (e.g., used Teacher Guides as a focal point for discussion).
- ☐ Provided test taking strategies.
- ☐ Other (please specify) _____

31. What activities did your school undertake to prepare students for the spring 2001 administration of the CAHSEE? (Mark all that apply.)

For those activities you marked in the 1st column, mark the three (3) that you consider most important in your CAHSEE preparation.

For those activities you marked in the 1st column, what percentage of your students do you estimate are affected by each?

		0%	1-20 %	21-40 %	41-60 %	61-80 %	81-100 %
<input type="radio"/> No special preparation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Encourage students to work hard and prepare	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Provide individual/group tutoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Teach test-taking skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Modify curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Increase summer school offerings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Add homework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Eliminate electives in favor of remedial classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Use school test results to change instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Use school test results to design remedial instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Adopt state content standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Change graduation requirements to include courses that enhance student success on the CAHSEE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Other (specify) _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

32. During this school year (2000-2001), how much time, in total, do you estimate you have spent in activities specifically related to the CAHSEE (e.g., meetings, discussions, curriculum review, your professional development, your staff's development, etc.)?

- ☐ None
☐ Less than 6 hours
☐ 6-15 hours
☐ 16-35 hours
☐ More than 35 hours

33. Based on your knowledge of your faculty, what percentage of your teachers do you think understand the difference between *teaching to the test* and *aligning curriculum and instruction to the standards*?

- ☐ Fewer than 50%
☐ 50-74%
☐ 75-95%
☐ Greater than 95%
☐ Unsure

34. What plans has your school made to prepare for assisting high school students — who do not pass the exit exam or who do not seem prepared to take it? (Mark all that apply.)

No special plans

Increase high school remedial courses

Reduce high school electives in favor of remedial classes

Increase high school summer school offerings

Provide individual/group tutoring

Add homework

Adopt state content standards

Alter high school curriculum

Work with feeder middle schools

Develop parent support program

Use school test results to change high school instruction

Evaluate high school students' abilities and place them in courses/programs accordingly

Ensure that students are taking demanding courses from the beginning

Ensure we are offering demanding courses from the beginning

Other (specify)

Who do not pass the CAHSEE?

Who do not seem prepared to take the CAHSEE?

☐

☐

☐

☐

☐

☐

☐

☐

☐

☐

☐

☐

☐

☐

☐

☐

☐

☐

☐

☐

☐

☐

☐

☐

☐

☐

☐

☐

☐

☐

☐

☐

☐

☐

☐

☐

☐

☐

35. Based on your knowledge of the English-Language Arts standards assessed by the CAHSEE, what percentage of your students do you think will meet these standards by the end of 10th grade?

- ☐ Fewer than 50%
☐ 50-74%
☐ 75-95%
☐ Greater than 95%
☐ Unsure

36. Based on your knowledge of the mathematics standards assessed by the CAHSEE, what percentage of your students do you think will meet these standards by the end of 10th grade?

- ☐ Fewer than 50%
☐ 50-74%
☐ 75-95%
☐ Greater than 95%
☐ Unsure

37. Based on what you know about your school, what do you predict the impact of the CAHSEE, will be on...

	Strongly Negative	Negative	No Effect	Positive	Strongly Positive
a....student motivation prior to taking the exam for the first time?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b....motivation to excel for students who pass the first time?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c.... motivation to excel for students who fail the first time?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d....parental involvement prior to the first required administration of the exam?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e....parental involvement for students who pass the exam?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f....parental involvement for students who fail the exam?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g....student retention rates?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h....student dropout rates?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

38. Based on what you know about your school, what do you predict the influence of the CAHSEE will be on classroom instructional practices...

	Considerably Improved	Improved	No Effect	Weakened	Considerably Weakened
a....next year (2001-2002)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b....in 3 years (2003-2004)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c....in 5 years (2005-2006)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

39. What percentage of your school's 10th grade students in each of the following groups would you say have had instruction that covers the English-Language Arts content standards for the exam?

	Fewer Than 50%	50-74%	75-95%	Greater Than 95%
a....all your school's 10th grade students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b....10th grade students with disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c....10th grade English learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d....10th grade economically disadvantaged students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e....10th grade minority student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

40. Which of the following do you consider to be a factor in your students' success in meeting the requirements of the CAHSEE? (Mark one response for each possible factor.)

	Not a Factor	Possibly a Factor	Definitely a Factor
a. Lack of preparation needed to pass	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Lack of motivation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Poor attendance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Too many tests to prepare for	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Language barriers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Our district's current level of standards in English or writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Our district's current level of standards in math or algebra	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Other (specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

41. What percentage of your school's 10th grade students in each of the following groups would you say have had instruction that covers the mathematics content standards for the CAHSEE?

	Fewer Than 50%	50-74%	75-95%	Greater Than 95%
a....all your school's 10th grade students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b....10th grade students with disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c....10th grade English learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d....10th grade economically disadvantaged students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e....10th grade minority students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

42. Which of the following has your school implemented to promote learning for all students? (Mark one response for each.)

	No Plan to Implement	Plan to Implement	Partially Implemented	Fully Implemented
a. School, teacher, and student access to appropriate instructional materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Encourage all students to take Algebra 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Individual student assistance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Teacher and school support services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Student and parent support services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Teacher access to inservice training on content standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Teacher access to inservice training on instructional techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Administrator and teacher access to inservice training for working with diverse student populations and different learning styles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

43. What plans or strategies do you and your faculty/staff have to prepare for Individual Education Program (IEP) or 504 Plan changes that will address participation of a student with a disability in the CAHSEE? At what stage are you in implementing these?

44. What plans or strategies do you and your faculty/staff have to help English Learners (EL) overcome language barriers so they can succeed in meeting the requirements of the CAHSEE? At what stage are you in implementing these?

45. Please describe any specific challenges you feel your school and students face in successfully meeting the requirements of the CAHSEE.

46. Please describe any specific benefits for your school and students that you feel are associated with the requirements of the CAHSEE.

47. Please write any comments about other factors specific to your school that are influencing preparation for or performance on the CAHSEE (e.g., community conditions, economic changes, parental views, etc.)

Thank you for your cooperation.

California High School Exit Examination Evaluation (CAHSEE)
Teacher Longitudinal Sample Survey Spring 2001

Teacher Name: _____

School Name: _____

SECTION 1
DIRECTIONS:

Please provide the following information by marking in the circle of the appropriate response or by writing an appropriate response. All teachers should complete Section 1 (pages 1-4). Section 2 or 3, depending on primary subject area, may be completed by the individual teachers or by a group of the appropriate subject area teachers.

1. What is your highest level of education?

- ☐ Bachelor's (4-year) degree
☐ Some graduate school
☐ Master's Degree
☐ Doctorate Degree
☐ Other (specify) _____

2. What is the primary subject area you teach?

- ☐ English-Language Arts (E-LA)
☐ Mathematics (Math)

3. Are you certified in your primary subject area?

- ☐ Yes
☐ No (specify other area) _____

4. What is your primary ethnic background?

- ☐ American Indian/Alaskan Native
☐ Asian or Pacific Islander
☐ Black or African American, not Hispanic origin
☐ Caucasian, not Hispanic origin
☐ Hispanic/Latino
☐ Other (specify) _____

5. What is your gender?

- ☐ Female
☐ Male

6. Including the 2000-2001 school year, how many years have you...

....been a teacher? _____
....been a teacher in your primary subject area? _____
....taught in your present school? _____

About You and Your Classes

For the purposes of this survey, please think of your typical classes and answer the following set of questions with an emphasis on your 9th and 10th grade students.

7. What grade level do you teach? (Mark all that apply.)

- ☐ 9th
☐ 10th
☐ 11th
☐ 12th

8. What is your average enrollment per class period this year? _____

9. What is the average percentage of the students in your classes who speak English fluently?

- ☐ 100%
☐ 90% - 99%
☐ 75% - 89%
☐ 50% - 74%
☐ Less than 50%

10. Think about the level of preparation that students in your classes have in your subject area -- math or English-Language Arts (E-LA) -- for proficiency on the CAHSEE.

If you are a **mathematics teacher**, estimate the overall average percentage of students in each of the following categories:

Excellent math preparation _____
Good math preparation _____
Fair math preparation _____
Poor math preparation _____

Total = 100%

If you are an **English-Language Arts teacher**, estimate the overall average percentage of students in each of the following categories:

Excellent E-LA preparation _____
Good E-LA preparation _____
Fair E-LA preparation _____
Poor E-LA preparation _____

Total = 100%

11. On average, how much time do you believe students in your classes spend each week on your assignments outside of the classroom?

- ☐ None
☐ Less than 1 hour
☐ 1 - 3 hours
☐ More than 3 hours

12. In general, how often do you plan for students in your classes to: ...?
(Please mark the appropriate circle for each of the following.)

	Almost Every Day	Once or Twice a Week	Once or Twice a Month	Once a Grading Period	Never or Hardly Ever
a. Do work from their textbooks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Do work from supplemental materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Work with hands-on materials, physical models or manipulatives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Work in pairs or small groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Take quizzes or tests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Be asked to apply subject area knowledge to real-world situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Write a few sentences about a topic or its consequences (or math problem or its solution)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Write reports or complete projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Conduct research on issues or ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Present their work to the class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. During the current school year (2000-2001), how much time, in total, did you spend in professional development workshops, inservice, or seminars in your primary subject area. Include attendance at district-sponsored training and external training.
- ☐ None
- ☐ Less than 6 hours
- ☐ 6 - 15 hours
- ☐ 16 -35 hours
- ☐ More than 35 hours

About the California High School Exit Examination

14. How much do you know about the:

a. California High School Exit Examination (CAHSEE)?

- ☐ I do not know anything about the CAHSEE.
- ☐ I have only general information about the CAHSEE.
- ☐ I know what knowledge and skills are covered by the CAHSEE.
- ☐ I know the plans for administering the CAHSEE.

b. State Content Standards?

- ☐ I do not know anything about the state content standards.
- ☐ I have only general information about the content standards.
- ☐ I know essential information about the content standards.
- ☐ I am very knowledgeable about the content standards.

c. CAHSEE Score Report?

- ☐ I do not know anything about the CAHSEE score report.
- ☐ I have only general information about the CAHSEE score report and how to apply it.
- ☐ I know enough about information in the CAHSEE score report to use it for planning to change instruction.
- ☐ I am very knowledgeable about information in the CAHSEE score report and how to use it to change instruction.

15. What have been your sources of information about the CAHSEE? (Mark all that apply.)

- ☐ None
- ☐ School-provided information
- ☐ State-provided information
- ☐ District-provided information
- ☐ Newspaper
- ☐ Education organization (e.g., publication, meeting, etc.)
- ☐ Professional association (e.g., publication, meeting, etc.)
- ☐ Computer-based source (e.g., listserv, newsgroup, etc.)
- ☐ Other (specify) _____

16. Based on what you know about your feeder schools, how well prepared do you feel the students will be to pass the High School Exit Examination...

	Very Well Prepared	Well Prepared	Prepared	Not Well Prepared	Not At All Prepared
a....when they are in 9th grade?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b....when they are in 10th grade?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. a. During this school year (2000-2001), how much time, in total, do you estimate you have spent in activities related to the CAHSEE (e.g., faculty and department meetings, discussions, staff development, etc.)?

- ☐ None
☐ Less than 6 hours
☐ 6-15 hours
☐ 16-35 hours
☐ More than 35 hours

- b. How would you rate the quality of the professional development related to the California High School Exit Examination you have received this year...

	Excellent	Good	Fair	Poor
From local sources?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
From state sources?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. a. During this school year (2000-2001), how much time, in total, do you estimate you have spent on classroom instruction preparation activities related to the CAHSEE (e.g., department planning, lesson plan review, etc.)?

- ☐ None
☐ Less than 6 hours
☐ 6-15 hours
☐ 16-35 hours
☐ More than 35 hours

- b. How much classroom instruction time do you estimate you spent on activities that you would not have if it weren't for the CAHSEE (e.g., unit or course review, etc.)?

- ☐ None
☐ Less than 6 hours
☐ 6-15 hours
☐ 16-35 hours
☐ More than 35 hours

For those activities you marked in the 1st column, mark the **three (3)** that you consider **least important** in CAHSEE preparation for your students.

<input type="radio"/> No special preparation	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Encourage students to work hard and prepare	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Encourage students (and through their parents) to take demanding courses	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Provide individual/group tutoring	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Teach test-taking skills	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Increase classroom attention to content standards covered by the CAHSEE in the weeks preceding the CAHSEE	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Work with feeder school teachers	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Modify my instruction	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Talk with my students	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Add homework	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Administer "early warning" tests	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Use class test results to change instruction	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Use class test results to design remedial instruction	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Encourage summer school attendance	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Suggest remedial classes rather than electives	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Talk or work with parents	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Other (specify)	<input type="radio"/>	<input type="radio"/>

20. Please describe any specific changes you made in the 2000-2001 school year to your classroom instructional practices based on influences you anticipate from the CAHSEE.

[illegible]

21. Please describe any specific changes you plan to make in the future to your classroom instructional practices based on influences you anticipate from the CAHSEE.

22. Based on what you know about your school, what do you predict the impact of the CAHSEE, will be on...

	Strongly Positive	Positive	No Effect	Negative	Strongly Negative
a....student motivation prior to taking the exam for the first time?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b....motivation to excel for students who pass the first time?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c.... motivation to excel for students who fail the first time?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d....parental involvement prior to the first required administration of the exam?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e....parental involvement for students who pass the exam?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f....parental involvement for students who fail the exam?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g....student retention rates?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h....student dropout rates?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23. Based on what you know about your school, what do you predict the influence of the CAHSEE will be on instructional practices...

	Considerably Improved	Improved	No Effect	Weakened	Considerably Weakened
a....next year (2001-2002)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b....in 3 years (2003-2004)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c....in 5 years (2005-2006)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

24. Please describe any specific challenges you feel your school and students face in successfully meeting the requirements of the CAHSEE.

25. Please describe any specific benefits for your school and students that you feel are associated with the requirements of the CAHSEE.

26. Please write any comments about other factors specific to you, your classes, or your school that are influencing preparation for or performance on the CAHSEE (e.g., community conditions, economic changes, parental views, etc.)

Please complete **Section 2** if you are an **English-Language Arts** teacher.

Please complete **Section 3** if you are a **Mathematics** teacher. (starting on p.12)

SECTION 2: About English-Language Arts(E-LA) and State Content Standards

DIRECTIONS: *Section 2 concerns the ways in which students are prepared to pass the English-Language Arts of the CAHSEE. Mathematics teachers should skip to Section 3.*

2-1 Indicate respondent for this section of the survey.

- ☐ Individual—English-Language Arts Teacher
- ☐ Group—English-Language Arts Department Members (How many? _____)
- ☐ Other (specify) _____

2-2 Based on your knowledge of the CAHSEE, at what level does your school's current curriculum cover the English-Language Arts standards tested by the CAHSEE?

- ☐ Less than 1/4
- ☐ 1/4 - 1/2
- ☐ About 3/4
- ☐ Almost all
- ☐ No knowledge of CAHSEE English-Language Arts standards

2-3 What plans does your district or school have to increase coverage of the English-Language Arts content standards assessed by the CAHSEE? (Mark all that apply.)

- ☐ Committee initiative to recommend modifying curriculum
- ☐ Inservice training to modify instructional practices
- ☐ Recommend changing graduation requirements to include English-Language Arts courses that enhance student success on the CAHSEE
- ☐ None- English-Language Arts content standards already fully covered
- ☐ Other (specify) _____

2-4 Based on your knowledge of the English-Language Arts standards assessed by the CAHSEE, what percentage of your current 9th grade students do you think will meet these standards by the end of 10th grade?

- ☐ Fewer than 50%
- ☐ 50-74%
- ☐ 75-95%
- ☐ Greater than 95%
- ☐ Unsure

2-5 In developing the CAHSEE, several questions were tried out for each of the content standards. The standards below are ones where student performance was particularly low in the tryouts. We would like to know in which courses, if any, these standards are taught. For each standard, please complete the following steps:

- 1 Decide whether it is taught in one or more of the courses offered in your district. If it is not, mark "Not Taught in Any Courses" and move to the next standard.
- 2 If it is taught, identify up to three courses from the list below where the standard is taught. For each course, mark the letter, A through K, which corresponds to the course title from the list. There also is space to add the title of an additional course where the standard is taught.
- 3 In the first two columns, mark one choice to indicate the standard is **partially** or **fully** taught in this course.
- 4 In the last two columns, mark whether the course is only taken by **some students** (1/4 to 3/4) or is taken by **most students** (more than 3/4). If fewer than 1/4 of your students take this course, do not mark either of these bubbles.

List of Selected English-Language Arts Courses	
(A) Comprehensive English-Grade 7	(G) World/Other Literature
(B) Comprehensive English-Grade 8	(H) Composition
(C) Comprehensive English-Grade 9	(I) Language Structure/Language Arts
(D) Comprehensive English-Grade 10	(J) English as a Second Language
(E) American Literature	(K) Developmental Reading
(F) English Literature	

SAMPLE

		Standard is		Course taken by	
		Partially Taught	Fully Taught	some (1/4-3/4) students	most (more than 3/4) students
<p>Reading Comprehension (Focus on Informational Materials): Comprehension and Analysis of Grade-Level Appropriate Text</p> <p>a. Standard 2.3-Generate relevant questions about readings on issues that can be researched.</p>	<p>Not Taught in Any Courses</p> <p>Course</p> <p>(A) (B) (C) (D) (E) (F) (G) (H) (I) (J) (K)</p> <p>(A) (B) (C) (D) (E) (F) (G) (H) (I) (J) (K)</p> <p>(A) (B) (C) (D) (E) (F) (G) (H) (I) (J) (K)</p> <p>Other (specify)</p>				

Reading Comprehension (Focus on Informational Materials)

- a. Standard 2.3-Generate relevant questions about readings on issues that can be researched.

☐ Not Taught in Any Courses
Course

	Standard is		Course taken by	
	Partially Taught	Fully Taught	some (1/4-3/4) students	most (more than 3/4) students
ABCDEFGHIJK	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ABCDEFGHIJK	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ABCDEFGHIJK	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- b. Standard 2.8-Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material).

☐ Not Taught in Any Courses
Course

ABCDEFGHIJK	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ABCDEFGHIJK	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ABCDEFGHIJK	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Literary Response and Analysis

- c. Standard 3.1-Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue).

☐ Not Taught in Any Courses
Course

ABCDEFGHIJK	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ABCDEFGHIJK	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ABCDEFGHIJK	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- d. Standard 3.7-Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.

☐ Not Taught in Any Courses
Course

ABCDEFGHIJK	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ABCDEFGHIJK	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ABCDEFGHIJK	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- e. Standard 3.8-Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.

☐ Not Taught in Any Courses
Course

ABCDEFGHIJK	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ABCDEFGHIJK	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ABCDEFGHIJK	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- f. Standard 3.12-Analyze the way in which a work of literature is related to the themes and issues of its historical period. (Historical approach)

☐ Not Taught in Any Courses
Course

ABCDEFGHIJK	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ABCDEFGHIJK	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ABCDEFGHIJK	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Writing Strategies

- g. Standard 1.1-Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.

☐ Not Taught in Any Courses

Course

ABCDEFGHIJK

ABCDEFGHIJK

ABCDEFGHIJK

Other (specify)

Standard is		Course taken by	
Partially Taught	Fully Taught	some (1/4-3/4) students	most (more than 3/4) students

- h. Standard 1.2-Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.

☐ Not Taught in Any Courses

Course

ABCDEFGHIJK

ABCDEFGHIJK

ABCDEFGHIJK

Other (specify)

- i. Standard 1.5-Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).

☐ Not Taught in Any Courses

Course

ABCDEFGHIJK

ABCDEFGHIJK

ABCDEFGHIJK

Other (specify)

Written and Oral English Language Conventions

- j. Standard 1.2-Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).

☐ Not Taught in Any Courses

Course

ABCDEFGHIJK

ABCDEFGHIJK

ABCDEFGHIJK

Other (specify)

- k. Standard 1.3-Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.

☐ Not Taught in Any Courses

Course

ABCDEFGHIJK

ABCDEFGHIJK

ABCDEFGHIJK

Other (specify)

Writing Applications (Genres and Their Characteristics)

- l. Standard 2.4-Write persuasive compositions:
- Structure ideas and arguments in a sustained and logical fashion.
 - Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).
 - Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.
 - Address readers' concerns, counterclaims, biases, and expectations.

☐ Not Taught in Any Courses

Course

ABCDEFGHIJK

ABCDEFGHIJK

ABCDEFGHIJK

Other (specify)

Writing Applications (Genres and Their Characteristics) - continued

- m. Standard 2.5 Write business letters:
 - a. Provide clear and purposeful information and address the intended audience appropriately.
 - b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.
 - c. Highlight central ideas or images.
 - d. Follow a conventional style with page formats, fonts, and spacing that contribute to the document's readability and impact.

☐ Not Taught in Any Courses

Course			students	students
A B C D E F G H I J K	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A B C D E F G H I J K	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A B C D E F G H I J K	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2-6 Please write any comments, specific to your district, schools, and students, about the English-Language Arts content standards, the CAHSEE, and opportunities for students to learn the content addressed by the standards.

[illegible]

Thank you for your cooperation.

SECTION 3: About Mathematics and State Content Standards

DIRECTIONS: Section 3 concerns the ways in which students are prepared to pass the mathematics standards tested by the CAHSEE. English-Language Arts teachers should skip this section.

3-1 Indicate respondent for this section of the survey.

- ☐ Individual—Mathematics Teacher
- ☐ Group—Mathematics Department Members (How many? _____)
- ☐ Other (specify) _____

3-2 Based on your knowledge of the CAHSEE, at what level does your school's current curriculum cover the mathematics standards tested by the CAHSEE?

- ☐ Less than 1/4
- ☐ 1/4 - 1/2
- ☐ About 3/4
- ☐ Almost all
- ☐ No knowledge of CAHSEE mathematics standards

3-3. What plans does your district or school have to increase coverage of the mathematics content standards assessed by the CAHSEE? (Mark all that apply.)

- ☐ Committee initiative to recommend modifying curriculum
- ☐ Inservice training to modify instructional practices
- ☐ Recommend changing graduation requirements to include mathematics courses that enhance student success on the CAHSEE
- ☐ None - Mathematics content standards already fully covered
- ☐ Hire more algebra teachers
- ☐ Other (specify) _____

3-4. Based on your knowledge of the mathematics standards assessed by the CAHSEE, what percentage of your current 9th grade students do you think will meet these standards by the end of 10th grade?

- ☐ Fewer than 50%
- ☐ 50-74%
- ☐ 75-95%
- ☐ Greater than 95%
- ☐ Unsure

3-5 In developing the CAHSEE, several questions were tried out for each of the content standards. The standards below are ones where student performance was particularly low in the tryouts. We would like to know in which courses, if any, these standards are taught. For each standard, please complete the following steps:

- 1 Decide whether it is taught in one or more of the courses offered in your district. If it is not, mark "Not Taught in Any Courses" and move to the next standard.
- 2 If it is taught, identify up to three courses from the list below where the standard is taught. For each course, mark the letter, A through K, which corresponds to the course title from the list. There also is space to add the title of an additional course where the standard is taught.
- 3 In the first two columns, mark one choice to indicate whether the standard is **partially** or **fully** taught in this course.
- 4 In the last two columns, mark whether the course is only taken by **some students** (1/4 to 3/4) or is taken by **most students** (more than 3/4). If fewer than 1/4 of your students take the course, do not mark either of these bubbles.

List of Selected Mathematics Courses	
(A) General Math	(G) (Plane) Geometry
(B) Math A	(H) Integrated Math I
(C) Math B	(I) Integrated Math II
(D) Pre-Algebra	(J) Consumer Math
(E) Beginning Algebra	(K) Remedial Math
(F) Intermediate Algebra	

SAMPLE

<p>Statistics, Data Analysis, and Probability (Grade 6): Students determine theoretical and experimental probabilities and use these to make predictions about events</p> <p>a. Standard 3.5-Understand the difference between independent and dependent events.</p>	<p>1</p> <p>2</p> <p>Not Taught in Any Courses</p> <p>Course</p> <p>A B C D E F G H I J K</p> <p>A B C D E F G H I J K</p> <p>A B C D E F G H I J K</p> <p>Other (specify)</p>	<p>3</p> <p>Standard is</p> <p>Partially Taught Fully Taught</p>	<p>4</p> <p>Course taken by</p> <p>some (1/4-3/4) students most (more than 3/4) students</p>	
		<p>○</p> <p>●</p> <p>○</p> <p>○</p>	<p>○</p> <p>○</p> <p>○</p> <p>○</p>	<p>○</p> <p>○</p> <p>○</p> <p>○</p>

Statistics, Data Analysis, and Probability (Grade 6): Students determine theoretical and experimental probabilities and use these to make predictions about events

- a. Standard 3.5-Understand the difference between independent and dependent events.

☐ Not Taught in Any Courses

Course

	Standard is		Course taken by	
	Partially Taught	Fully Taught	some (1/4-3/4) students	most (more than 3/4) students
ABCDEF GHIJK	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ABCDEF GHIJK	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ABCDEF GHIJK	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Algebra and Functions (Grade 7): Students graph and interpret linear and some nonlinear functions

- b. Standard 3.1-Graph functions of the form $y=n^2$ and $y=n^3$ and use in solving problems.

☐ Not Taught in Any Courses

Course

ABCDEF GHIJK	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ABCDEF GHIJK	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ABCDEF GHIJK	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- c. Standard 3.4-Plot the values of quantities whose ratios are always the same (e.g., cost to the number of an item, feet to inches, circumference to diameter of a circle). Fit a line to the plot and understand that the slope of a line equals the [ratio of the] quantities.

☐ Not Taught in Any Courses

Course

ABCDEF GHIJK	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ABCDEF GHIJK	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ABCDEF GHIJK	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Measurement and Geometry (Grade 7): Students know the Pythagorean theorem and deepen their understanding of plane and solid geometric shapes by constructing figures that meet given conditions and by identifying attributes of figures

- d. Standard 3.2-Understand and use coordinate graphs to plot simple figures, determine lengths and areas related to them, and determine their images under translations and reflections.

☐ Not Taught in Any Courses

Course

ABCDEF GHIJK	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ABCDEF GHIJK	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ABCDEF GHIJK	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Algebra 1

- e. Standard 9.0-Students solve a system of two linear equations in two variables algebraically and are able to interpret the answer graphically. Students are able to solve a system of two linear inequalities in two variables and to sketch the solution sets.

☐ Not Taught in Any Courses

Course

ABCDEF GHIJK	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ABCDEF GHIJK	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ABCDEF GHIJK	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- f. Standard 10.0-Students add, subtract, multiply, and divide monomials and polynomials. Students solve multi-step problems, including word problems, by using these techniques.

☐ Not Taught in Any Courses

Course

ABCDEF GHIJK	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ABCDEF GHIJK	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ABCDEF GHIJK	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Algebra 1 - continued

- g. Standard 15.0-Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.

☐ Not Taught in Any Courses

Course			students	students
(A)(B)(C)(D)(E)(F)(G)(H)(I)(J)(K)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(A)(B)(C)(D)(E)(F)(G)(H)(I)(J)(K)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(A)(B)(C)(D)(E)(F)(G)(H)(I)(J)(K)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 3-6. Please write any comments, specific to your district, schools, and students, about the mathematics content standards, the CAHSEE, and opportunities for students to learn the content addressed by the standards.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Thank you for your cooperation.

APPENDIX C

CAHSEE School Site Testing Coordinator Survey- Spring 2001

School Name:

1. What is your position?

- 2. Which part(s) of the CAHSEE did you coordinate?**

3. Where did you get information on how to administer the CAHSEE? (Mark all that apply.)

4. Was any of the information you received confusing?

6. Did you face any problems that were not covered in the information you received?

- 1

7. What did you do to prepare proctors and monitors? (Mark all that apply.)

- ☐ No preparation
☐ Conducted workshop
☐ Distributed excerpts of AIR manuals
☐ Developed step-by-step procedure
☐ Described general requirements
☐ Other (please specify) _____

8. Did you take advantage of the option to have NCS pre-code answer sheets?

- ☐ No
☐ Yes

9. Will you take advantage of the pre-coding option for the next administration?

- ☐ No
☐ Yes
☐ Not sure

10. What proportion of students in each category do you estimate you tested?

	None	Fewer than Half	About Half	Most	All Present
English Learners (EL)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Special Ed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Overall, how does the achievement level of the 9th graders who took the test compare with that of all 9th graders in your school?

- ☐ Much lower
☐ Lower
☐ About the same
☐ Higher
☐ Much higher

12. What accommodations did you provide for:

	Special Education Students? (Mark all that apply.)	EL students? (Mark all that apply.)
Calculators	<input type="radio"/>	<input type="radio"/>
Word glossary	<input type="radio"/>	<input type="radio"/>
Scribe	<input type="radio"/>	<input type="radio"/>
Reader	<input type="radio"/>	<input type="radio"/>
Braille	<input type="radio"/>	<input type="radio"/>
Large format booklets	<input type="radio"/>	<input type="radio"/>
Other (specify) _____	<input type="radio"/>	<input type="radio"/>

13. Do you expect to provide more accommodations the next time you administer CAHSEE?

- ☐ No
☐ Yes (please specify) _____

14. What did you do with students who finished the first section early?

- ☐ Had them go directly to the second section
☐ Had them stay in the room until the scheduled break
☐ Had them wait outside the room until the scheduled break
☐ Other (please specify) _____

15. What did you do with students who had not finished by the break between sessions?

- ☐ All students finished by the time scheduled for the break
☐ Delayed the break until all students had finished
☐ Had all students take the break and, if needed, finish the section after the break
☐ Had students who were not finished work through the break
☐ Moved students who were not finished to another room
☐ Other (please specify) _____

16. What did you do with students who had not finished by the time lunch was scheduled?

- ☐ All students finished by lunch
☐ Released students to lunch and had them come back to finish
☐ Had students work through lunch
☐ Other (please specify) _____

